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ABSTRACT

A follow-up study of the first students to finish the Third Cycle (grades 8, 9, and 10) under El Salvador's Educational Reform Program interviewed 400 students. It assessed their educational and career plans, examined the Reform's influence on them, and measured their attitudes toward their experience. Results showed that 90 percent were continuing their education; younger, urban, and middle or upper class students were more likely to continue their studies, but whether one came from a traditional school, a Reform institution with television (TV) or a non-TV Reform program made little difference. Students had positive attitudes toward their Third Cycle education, citing favorably their relationships with teachers and peers, the acquisition of knowledge and cognitive abiliti and the development of increased aspirations. They noted, however, the poor quality of televised instruction, instructional materials and facilities and expressed a desire for more job skills. The Reform program seemed to be working since most of the graduates were pursuing further education. Nevertheless, steps needed to be taken to improve instruction, to guide more students into middle level technical and managerial careers, and to prevent the large-scale migration of educated persons away from rural areas. (PB)

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TELEVISION AND EDUCATIONAL REFORM IN EL SALVADOR

FOLLOW-UP STUDY ON THE FIRST GROUP OF NINTH GRADE GRADUATES

by

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in cooperation with José R. Velasco and Victor M. Zelada

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FOLLOW-UP STUDY ON THE FIRST GROUP OF NINTH GRADE GRADUATES

The Study and Its Purpose

One of the ways in which judgments about the over-all effectiveness of an educational system can be made is by studying the finished product — the educated student. Data gathered from follow-up studies of this kind serve as a type of "feedback" to educational planners who must continuously monitor the relevance of their system to changing needs and its effect on students and society.

This report summarizes the findings of a follow-up study on the first group of students to finish three full years of schooling under the Educational Reform program of El Salvador. The students graduated in November, 1971.

The resident Stanford research team, supervising the evaluation of the use of television in the Educational Reform program, had tested approximately 1200 of these students throughout their three years of Third Cycle schooling, beginning in February 1969, when they first started seventh grade.

From late July through mid-September, 1972 (approximately nine months after their graduation), a random sample of 400 of these graduates, stratified by instructional condition (TV, Traditional and Control) and by type of school (urban or rural), were interviewed.

The principal purpose of the interview was to gather information on what had happened to the career and educational plans of these graduates, and what role their education under the Reform had played in furthering these plans. Since one of the Reform's objectives was to provide middle-level manpower for the country's development by directing these graduates to technical-career studies in the Bachillerato Diversificados, there was a keen interest in the types of activities in which this first group of graduates would be involved. Another important concern of the study was tapping the graduates' retrospective impressions and attitudes about their three years of schooling under the Reform.

Findings relevant to what the graduates were doing, their attitudes toward the Reform, and general impressions about their schooling are discussed in this report. Particular attention has been given to those graduates who continued their education because the majority of the sample was found to be studying at the Bachillerato level, and relatively few graduates were in the alternative categories of "working" or "neither working nor studying." The number of graduates in these latter categories was too small to permit data analysis from which generalizable conclusions could be drawn.

Data-Collection Procedures

After trials of different strategies for obtaining the necessary research information and tracking down the sample of 400 graduates (e.g., mailing questionnaires, contacting school officials or relatives,

newspaper announcements, etc.), the personal interview method was selected as most feasible. An experienced staff of young Salvadorans trained in interviewing techniques and knowledgeable about the geography of the country set out to interview the graduates, armed with a list of their names and last-known addresses. The addresses had been provided by the students on attitude questionnaires administered to them at the end of the 1971 school year, shortly before their graduation.

Locating the graduates proved to be the most demanding phase of the study. Many students either had given partial and incorrect addresses or had relocated in other towns and cities to seek out a source of livelihood or continue their studies. Their whereabouts often were unknown. Likewise, many families had relocated and neighbors could not provide any clues as to their new location.

School officials at the respective schools where students had finished their Third Cycle proved to be of invaluable assistance in locating graduates who returned from time to time to visit the school and/or had younger relatives attending the school who could relay messages to the graduates. This informal network proved to be the best means of finding the majority of the sample.

Of the total 400 graduates in the sample, 392 finally were interviewed. In most cases, the graduates could be contacted only during evening or very early morning hours before leaving or returning to their homes, or on weekends when they returned to their home towns to visit relatives and friends. This meant that the research staff had to be out in the field either on Saturdays and Sundays or during the

early morning and late evening hours of the weekdays.

The students generally were most cooperative with the interviewers and welcomed the opportunity to talk about their career and educational plans, the difficulties they foresaw in fulfilling them, and general impressions and recollections about their three years of schooling under the Reform. Many graduates came to the scheduled interviews in the hope that the research staff could help them find part-time jobs or gain admission to the school of their choice at the Bachillerato level. The frequency of this occurrence, and the fact that many more students want to continue their studies than can presently be absorbed at the Bachillerato level, is symptomatic of the lack of opportunity which faces many of the graduates. In 1972, enrollment in the various Bachillerato programs was limited, and in some instances (e.g., the Bachillerato Pedagógico), there were as many as 400 applicants competing for the less than 40 openings in the program's enrollment quota.

The Interview

The interview* was 30 minutes in length and consisted of two parts. The first part was a series of brief screening questions which helped the interviewer learn whether the student was studying, working, doing both, or doing neither.

Once a student was identified as being in one of the four possible categories, he was asked to answer a set of questions appropriate to the activities in which he was involved. This second part of the

*A complete copy of the interview instrument in Spanish is available on request from the Institute for Communication Research at Stanford University.

interview gathered detailed information on the particular nature of a student's activities, his reasons for undertaking them, future work or study plans, and retrospective impressions of his three years in Third Cycle.

Student Characteristics

The graduates in the sample came from 34 different Third Cycle schools throughout the country. Fifty-five per cent were boys; 45 per cent, girls. The age span was 15 to 23 years, with 36 per cent in the range of 15 to 16 years of age and 19 per cent 19 years or older. About three-quarters came from families where the father's occupation required less than primary school education. Thirty-seven per cent came from fatherless households*, and 21 per cent were motherless.

Sixty-three per cent of the graduates previously had been in TV classes; 13 per cent in control and 24 per cent in traditional.**

What were the graduates doing?

Of the 392 graduates interviewed, 86 per cent were continuing their education, as Table 1 indicates.

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*The term "fatherless" household must be clarified for the case of El Salvador. It does not mean necessarily that the father is deceased or divorced from the mother; the term defines a pattern where siblings may have the same mother but a different father. The father, therefore, is physically present in the home only on an intermittent basis and may or may not be married to the mother.

**To review definitions, non-television or control classes used all elements of the Reform system except television. In other words, they had student workbooks, teacher guides, used the new curricula and were taught by retrained teachers. Television classes had all of these elements plus the use of the TV broadcasts. Traditional classrooms had none of the Reform elements.

TABLE 1

Percentage of Graduates Involved in Different Activities
(N=392)

Studying	86%	(N=336)
Studying and working	4%	(N=15)
Only working	4%	(N=16)
Neither working nor studying	6%	(N=25)

There was virtually no difference between graduates of TV, control, or traditional classes in the percentage continuing with their education. About 85 per cent in each group were studying.

Table 2 indicates that there was a slightly higher proportion of girls than boys continuing their education. By actual number of cases, however, the boys slightly outnumber the girls (178 versus 158). However, when the "studying and working part-time" group is added to the "studying only" group, the proportions of boys and girls involved in some type of study activity are about equal.

TABLE 2

Percentages of Male/Female Graduates Studying
(N=392)

	Boys (N=217)	N	Girls (N=175)	N
Studying	82%	178	90%	158
Studying and working	6%	12	2%	3
Only working	5%	11	3%	5
Neither working nor studying	7%	16	5%	9

A significantly lower proportion of graduates from the rural areas were in the "full-time student" category and a greater proportion of them in the group who were""neither studying nor working" (see Table 3).

TABLE 3

Distribution of Activities in which Graduates were Involved, by Level of Urbanism (Percentages)
(N=392)

	San Salvador (N=82)	Other Large Cities & Towns (N=106)	Med. Cities & Towns (N=88)	Small Towns & Villages (N=116)
Studying	88%	90%	90%	77%
Studying and working	4	2	6	4
Only working	6	3	1	6
Neither working nor studying	2	5	3	13

A lower proportion of older students than of younger ones were studying full-time (see Table 4), and a higher proportion of the older students were "only working."

TABLE 4

Age Differences Among Graduates in Various Activities
(N=392)

	15-16 yrs.	17	18	19 or older
Studying	96%	81%	81%	76%
Studying and working	2	5	2	10
Only working	-	3	9	7
Neither working nor studying	2	11	8	7
	(N=139)	(N=89)	(N=91)	(N=73)

Although a sizable group of the graduates come from families where the father is classified as having a "low-level" occupation*, a larger proportion of graduates from middle and upper socio-economic levels were studying (see Table 5).

TABLE 5

Distribution of Graduates Involved in Various Activities, According to Father's Occupation (Percentages) (N=392)

	Low Level	Middle Level	Upper Level
Studying	84%	96%	96%
Studying and working	4	-	-
Only working	4	2	2
Neither working nor studying	8	2	2
	(N=268)	(N=88)	(N=36)

Graduates Continuing Their Education

Of the 336 graduates continuing their education, about half were able to enroll in a Bachillerato in the same city or town where they finished their Third Cycle education, but the other 50 per cent either had to commute to other cities and towns on a daily basis (26%) or had to establish their residences in new locations (24%).

*Low-level occupations are those requiring little or no primary education, such as hand laborers, domestic help, drivers, street vendors, etc.; middle-level occupations require primary, Plan Básico, and in most cases Bachillerato education or specialized technical training (e.g., teacher, secretary, accountant, electrician, radio announcer, mechanic, medical assistant, office clerk, etc.); and upper-level occupations require university training and include such professions as law, diplomacy, science, medicine, etc.

About 50 per cent of the graduates who were continuing with their education followed the Academic Bachillerato (the most conventional choice), with a proportionately larger number of traditional and control, rather than TV, graduates choosing this option (see Table 6). Thirty-two per cent of the graduates continuing their education were studying commercial or business administration careers (Bachillerato Comercial and Carrera Corta); eight per cent were in the industrial bachillerato; and about 10 per cent were dispersed among the various new bachilleratos (e.g., agriculture, fishing and navigation, hygiene and health, hotel and tourism, teacher training, fine arts, etc.).

TABLE 6

Distribution of Graduates Among Different Bachillerato Programs (Percentages) (N=336)

	Academic Program	Comm. or Bus. Administration	Industrial	Others	N
Total	50%	32%	8%	10%	336
Students who were in TV classes	43	37	9	12	209
Students from control classes	60	8	25	6	48
Students from traditional classes	63	22	6	9	79

What Motivated Graduates to Continue Their Education?

Four predominant goals, not unrelated, motivated the ninth grade graduates to continue their studies. They either aspired to (1) undertake university studies; (2) better their chances for a good job; (3) improve their over-all knowledge; and/or (4) earn a degree or title. Table 7 presents the reasons they gave.

TABLE 7

Reasons Graduates Gave for Continuing Their Education
(in percentages)
(N=336)

1.	Aspirations for university studies	35%
2.	Better one's chances for a good job	32
3.	Improve one's general knowledge	27
4.	Obtain academic degree or title	21
5.	Better adapt to the changing times	11
6.	Secure prestige and status associated with education	10
7.	Better prepare oneself for the role of parenthood	9
8.	Earn more money	4

What Future Plans did Graduates Have?

All the graduates in the sample (including those graduates who were "only working" or "neither working nor studying") were asked about

their future plans. As Table 8 indicates, the majority of the graduates had plans to continue their studies on either a full-time or part-time basis; and of these, 88 per cent opted for the Bachillerato studies. Table 8 outlines the percentage breakdowns on the various work-study combinations the graduates cited.

TABLE 8

Future Work/Study Plans Proposed by Graduates
(Percentages)
(N=392)

1.	Continue with present Bachillerato studies full-time	68%
2.	Begin first year of a Bachillerato program full-time	3
3.	Look for part-time job and continue Bachillerato	17
4.	Continue with a Carrera Corta program	4
5.	Begin Carrera Corta program	2
6.	Look for part-time job and continue Carrera Corta	3
7.	Part-time or full-time work only	2

What General Impressions Did Graduates Take Away from Their Schooling under the Reform?

In reminiscing about their years prior to the Educational Reform (grades 1 to 6), only four per cent of the graduates felt their studies had been difficult, whereas 91 per cent described their Third Cycle studies under the Reform as "difficult" (see Table 9).

TABLE 9

Graduates' Perceived Level of Difficulty With Studies, Before/During Reform (Percentages) (N=392)

	Grades 1-6 Before Reform	Grades 7-9 During Reform
Very difficult	1%	3%
Difficult	3	88
Neither difficult nor easy	60	7
Easy	36	2
Very easy	—	—

At the same time, 84 per cent of the graduates felt that their teachers considered them either as an "average" or a "good" student (see Table 10, below).

TABLE 10

Graduates' Perception of How Teachers Classified Them as Students, Based on Grades (Percentages) (N=392)

Worst Student in Class	1%
Bad Student	2
Average Student	52
Good Student	32
Excellent Student	11
Best Student in Class	2

About one-thid of the graduates indicated that they had no major difficulties or anxieties throughout their school days (Table 11), but two-thirds cited economic difficulties or family sacrifices as particularly trying concerns during their Third Cycle studies. Lack of food and adequate clothing, personal or family illness, transportation difficulties to and from school, death of a loved one, and personal sacrifices made by the students' family were cited as the chief anxieties. Related to these concerns were a reported lack of discipline in study habits and difficulty in coping with subject matter.

TABLE 11

Difficulties Faced by Graduates During Third Cycle Schooling
(Percentages in agreement with Statement)
(N=392)

1.	Had no real, big difficulties	32%
2.	Lack of food and adequate clothing	16
3.	Personal sacrifices made by family so student could continue studying	15
4.	Personal or family illness which prevented student from concentrating on studies	11
5.	Transportation difficulties in getting to and from school	10
6.	Death of a family member or loved one	7
7.	Lack of discipline in study habits	7
8.	Difficulty in coping with subject matter	2

When asked what things the graduates most valued about their Third Cycle education (Table 12), more than 50 per cent of them cited the ability and dedication of their classroom teachers (26%) and/or particular subjects taught (25%). Television only was mentioned by 13 per cent of the graduates as being of some value, tying with the category "fellowship with other students."

TABLE 12

Aspects of Schooling Most Valued by Graduates (Percentages)
(N=392)

1.	Ability and dedication of classroom teachers	26%
2.	Particular subject matter	25
3.	Fellowship with other students	13
4.	Educational television	13
5.	Extra-curricular activities	9
6.	Everything was of value	7
7.	The curriculum	4
8.	Miscellaneous (workbooks, school facilities, etc.)	3

English was cited as the subject matter which was most useful to them, followed by mathematics. Spanish was seen as the least useful. Table 13 presents the rank order distribution of most useful subjects selected by the graduates.

TABLE 13

Rank Order of Subjects Most Valued by Graduates
(in percentages)
(N=392)

English	30%
Math	26
Science	19
Social Studies	18
Spanish	5
No response	2

Commenting on school activities, 55 per cent of the graduates felt that individual or group research and investigation projects were by far the most useful (Table 14). And 76 per cent of the graduates thought that more attention during Third Cycle should be given to these types of activities.

TABLE 14

School Activities Chosen as Most Useful by Graduates (Percentages)
(N=392)

1.	Activities involving individual and/or group research and investigation	33%
2.	Group projects or classroom assignments	22
3.	Athletics	20
4.	Field trips and exposure to cultural activities	18
5.	Community projects, parties and raffles	7

Although TV was mentioned as being of value by only 13 per cent of the graduates, 76 per cent did feel television should be extended to other grade levels; the majority selected the Bachillerato as the most appropriate level (seemingly projecting their concern for their present educational activities). Table 15 presents the percentage distributions of the various grade levels selected by the graduates to extend TV. The 24 per cent who advised against extending TV cited the fact that it either would be impractical or too costly, that people would not like it, or that one learns less with TV.

TABLE 15

Grade Levels Selected by Graduates for Extending Television
(Percentages)
(N=392)

Bachillerato Diversificado	38%
Primary grades (1 to 6)	17
Night school (Third Cycle)	12
Carrera Corta	6
University	3
Should not be extended	24

In deciding upon what they would be doing after finishing Third Cycle, more than half of the graduates (53%) had received some type of orientation or guidance from outside sources. Parents and relatives were credited as the principle sources providing guidance.

During their Third Cycle schooling, only a small number of graduates (3%) held part-time jobs. Most of these worked at the end of the school year as seasonal farm hands (coffee picking or sugar cane cutting), trade apprentices, street vendors or household domestic help (maids, baby sitters, houseboys). The average number of hours spent in part-time work totaled about 25 per week, and the earnings varied from 40 to 100 colones per month ($16 to $40). The need to pay for school expenses or supplement the family income was the chief reason which prompted students to hold down part-time jobs during their years in Third Cycle. Eighty-six per cent of the graduates, however, indicated a desire to have worked during Third Cycle but cited the lack of employment possibilities or the difficulty of their studies as deterrents.

Attitudes Toward Third Cycle Education Under the Reform

In the concluding section of the interview, the graduates were asked to respond to a series of 37 attitude statements designed to elicit reaction to three areas associated with their education under the Reform: (1) the kinds of things they had learned and the relevance of these things to their present everyday life; (2) impressions about the quality of teaching, including attitudes toward television, the classroom teacher, the school environment, facilities, and personal relations with fellow-students; and (3) general attitudes toward achievement and success in life.

Thirty-two of the statements were phrased so that agreement with

the statements reflected a positive attitude toward the area in question; five questions were phrased so that agreement reflected a negative attitude. A five-point scale was used, ranging from "completely agree" to "completely disagree." Tables 16, 17, and 18 respectively provide a full picture of the graduates' attitudes toward each of the three areas under consideration.

How the Graduates felt they had benefitted from Third Cycle

Table 16 summarizes aspects in which the graduates felt their Third Cycle education played an important role. It appears that the majority of the graduates are exceedingly positive about their experiences under the Reform and think their schooling has been of great use to them in everyday life (Statements 12 and 13).

They cite Third Cycle education as being particularly helpful to them in instilling a desire to achieve and to better themselves as well as a spirit of independence and self-confidence (Statements 7, 8 and 10). These findings are consistert with the patterns resulting from the attitudinal data collected in previous years of the research program, which show a marked increase in student aspirations. A corollary to these findings is the fact that 89 per cent of the graduates feel that their schooling under the Reform prepared them to be able to continue with other studies (Statement 15). This rise in aspirations and the desire for more schooling underscores the tremendous demands that students in El Salvador will be making both on the educational system and the society in the coming years. By all present indicators, however, these desires and demands may be thwarted by the stark

TABLE 16

Benefits Graduates Derived from Schooling under the Educational Reform
(Percentage of Graduates in Agreement with Statements)
(N=392)

1.	Developed my ability to reason and analyze.	90%
2.	Increased my intellectual curiosity for understanding the world.	88
3.	Developed in me an appreciation for art and other cultural experiences.	68
4.	Helped me to resolve vocational uncertainties.	57
5.	Helped me to develop job skills for possible future employment.	47
6.	Helped me to develop better personal relations in dealing with people.	89
7.	Instilled in me a desire to achieve	91
8.	Instilled in me a desire to better my family social level.	76
9.	Gave me better understanding of government and the socio-economic realities of my country.	49
10.	Instilled in me a spirit of independence and self-confidence.	90
11.	Provided me with ideas for possible jobs and careers.	33
*12.	Proved to be a waste of my time that might better have been used on a job.	10
*13.	Generally was of little use in my everyday life.	10
14.	Provided me with knowledge I would not have obtained from other sources.	93
15.	Prepared me to be able to continue with other studies.	89

*Items worded so that agreement reflected a negative attitude.

reality of limited opportunities in the labor force and/or limited enrollment in institutions of secondary and higher education. Frustration and possible social difficulties may lie ahead when many of these young people find that there are not sufficient places for them either in the universities or the professions.

Ninety-per cent of the graduates also feel that the Reform helped them to develop their cognitive reasoning abilities; 88 per cent feel it increased their intellectual curiosity about the world (Statements 1 and 2); and 93 per cent feel it provided them with knowledge they would not have received from other sources (Statement 14). They also feel that their Third Cycle education helped them to develop better personal relations in dealing with people (Statement 6).

There are some areas, however, in which the graduates feel their Third Cycle education fell short. The graduates are not positive about the role their schooling has played in developing marketable job skills. They indicate that their schooling did not totally resolve their uncertainties about future career possibilities and vocational interests or provide them with necessary job skills (Statements 4, 5, and 11). Whether in actual fact this is a goal or objective which Third Cycle education, as presently conceived in El Salvador, should or could fulfill is open to some discussion and debate.

There were no significant intra-group differences between TV and non-TV, male and female students in these attitudes. However, there appears to be a tendency for a slightly larger proportion of TV

and male students to be in agreement with the statements, than non-TV and female students, respectively. A similar pattern was carried over to attitudes toward major elements of the Reform and notions of achievement and success in life, which are discussed in the following sections of this report.

Attitudes Toward the Major Elements of the Teaching-Learning Process

The spirit of harmony among fellow students and the friendly rapport that existed between teachers and students head the list of statements with which the majority of graduates were most in agreement regarding the teaching-learning process under the Reform. Table 17 summarizes these attitudes. The pleasantness of the school environment was cited by 83 per cent of the graduates, followed closely with the utilitarian value of the student workbooks (81 per cent). About two-thirds of the graduates cited the capability of their teachers.

With regard to television, more than half of the graduates indicated that they were not always satisfied with the quality of the TV lessons. The majority of the graduates also complained about the lack of adequate library facilities and equipment for the science laboratories. About one-third of the graduates indicated that as students they found it difficult to follow school regulations and policies and felt a lack of student participation in administrative school decisions.

Over-all, it appears that the graduates were quite satisfied with interpersonal relationships involving their teachers and peers, but, with

the exception of their workbooks, voiced quite a bit of dissatisfaction with school facilities, materials, and the quality of televised instruction.

TABLE 17

Attitudes Toward Teachers, Fellow Students, School Environment, Facilities and Materials (Percentage of Graduates in Agreement with Statements) (N=392)

Statement	Percent who agree	Undecide
1. Generally speaking, the teachers were quite capable.	66%	22%
2. There always was a friendly rapport between teachers and students.	85	--
3. A spirit of harmony and good fellowship existed among my fellow students.	87	--
*4. Students never took part in administrative school decisions.	32	21
*5. The majority of the students found it difficult to follow school regulations and policies.	38	32
6. The school environment always was pleasant.	83	--
7. You were satisfied with the quality of the television lessons.	45	8
8. The school library was adequately equipped for the needs of the student body.	22	--
9. The school science laboratory had all the necessary equipment for study exercises and experiments.	17	--
10. The student workbooks were an indispensible part of our studies.	81	--

*Statements worded so that agreement reflected a negative attitude.

What did the Graduates think about Achievement and Success in Life?

Table 18 summarizes those images of achievement and success in life with which the graduates were most in agreement. The general findings suggest that their aspirations are continuing to reflect highly traditional educational values and expectations.

The majority of graduates feel that it is important to succeed economically in life and reach a comfortable standard of living. They see the continuation of their studies as an important step in reaching this goal: 95 per cent prefer to continue studying. They are almost unanimous in indicating that in which ever area you work, you should put forth your best effort.

Most of the graduates have humanitarian ideals and concerns about making the world a better place to work, feeling that they should contribute to the progress of science even if it means personal sacrifices on their part. However, two-thirds of the graduates do not feel a compulsion to be guided by religious principles and think it is preferable to be detached from the many problems of society. This assertion seemingly appears to be in contradiction with their high humanitarian concerns.

Friends and family life also loom large in graduates' notions about success in life, with about three-fourths of the graduates in agreement with the fact that life is more comfortable when you have many friends and that they would be happy being a good parent. More than half of the graduates aspire to become famous people and well over two-thirds of the graduates feel that they should take an active role in politics and government in their country.

There were no significant differences between TV and non-TV, male and female, students in the proportion agreeing with the statements.

TABLE 18

Attitudes Toward Achievement and Success in Life
(Percentage of Graduates in Agreement with Statement)
(N=392)

Statement	Per cent who agree	Undecided
1. It is very important to succeed economically in life.	86%	-
2. It is important to contribute to making the world a better place to live.	94	-
3. In whichever job you work, you should put forth your best effort.	96	-
4. You would like to be a famous person.	56	32%
5. A citizen should take an active role in politics and government.	67	-
6. You prefer to continue studying.	95	-
7. Life is more comfortable when you have many friends.	76	-
8. Individuals should live according to their religious ideals or principles.	36	33
9. You would be happy being a good parent.	76	-
10. It is important to reach a comfortable standard of living.	94	-
11. All men should contribute to the progress of science, even if personal sacrifices have to be made.	87	-
*12. It is preferable to be detached from the many problems of society.	66	-

*Statement worded so that agreement reflected a negative attitude.

Conclusions and Implications

This follow-up study has provided the first hard evidence on what happened after graduation to students schooled under the new system. The results present a series of interesting patterns with much "food for thought."

On the one surface, the findings are encouraging. Over 90 per cent of the students are continuing their educat' n. The Reform is to some extent achieving its objective of stimulating more students into the diversified technical career programs at the Bachillerato level. Also, a significantly higher proportion of the students who have been educated in the new system than those who have come through the traditional classes are enrolled in the career-oriented Bachillerato programs. To this extent, therefore, the Reform is moving toward fulfilling its objectives.

Below the surface, the results are less encouraging. Half of those students continuing their education are enrolled in the most traditional of the Bachillerato programs, leading hopefully to the university. This suggests that these young people whose parents, on the average, have not gone beyond primary school, are aspiring chiefly to higher education and professional careers, rather than to the middle-level technical and business areas the Educational Reform had hoped to fill. Frustration and possible social difficulties may lie ahead when many of these young people find that there are not sufficient places for them either in the universities or the professions, and in some instances even at the Bachillerato level.

There appears to be a need, therefore, to provide systematic counseling and career guidance which can direct students to alternative Bachillerato programs which do not necessarily lead to the university, but rather are aimed at developing middle-level, technical manpower. A corollary to this finding suggests a need for broadening enrollment opportunities in the various Bachillerato Diversificados in accordance with a careful analysis of the labor market.

Another finding seems to suggest that conditions are set for a migration of Third Cycle graduates to the bigger towns, cities, and the capital, further retarding the development of rural areas and leading to overcrowding of urban areas. The 50/50 percentage split between graduates who were able to continue their education in the same place where they finished ninth grade and graduates who were forced to commute to other towns and cities or establish their residences in new locations suggests an urban migration pattern. This may argue for a greater decentralization of schools away from urban areas and/or the development of viable non-formal schooling alternatives in the various geographic localities of the country.

The considerably higher proportion of graduates from the rural areas who are neither working nor studying and the lower proportion of rural-students among full time students also argues for the above alternatives by suggesting an inequality of educational opportunities for the rural student. The fact that a larger proportion of older students are working instead of studying suggests that economic limitations and/or family responsibilities may be preventing a number of these older students from continuing their education.

Planners of Third Cycle education should take note of the fact that the graduates were not positive about the role that their schooling has played in helping them to develop marketable job skills. Also worthy of mention is student dissatisfaction with the quality of the TV lessons, the lack of adequate library facilities, and the scarcity of equipment for science laboratories in most of the schools. To this must be added the economic difficulties and family sacrifices that preoccupied two-thirds of the graduates throughout their Third Cycle schooling: chiefly, the lack of food and adequate clothing.

In a more positive vain, teachers and curriculum planners might consider the high value graduates placed on Third Cycle activities involving individual or group research and investigation projects. More than three-fourths of the graduates feel that more attention should be given to these types of activites, and over half of the graduates cite them as being the most useful and relevant aspects of their own schooling.

Also encouraging is the fact that the graduates credit their Third Cycle education as being particularly helpful to them in instilling a desire to achieve and to better themselves, as well as a spirit of independence and self-confidence. Concomitantly, there is the almost unanimous feeling among graduates that the Reform has helped them to develop their cognitive reasoning abilities, increased their intellectual curiosity about the world, and provided them with knowledge they would not have received otherwise.

Because this first group of graduates was studied only nine months after their graduation, all findings must be taken as tentative and preliminary. The "tentativeness" of the findings, however, should in no way diminish their importance for they offer a type of "feedback" which is of immediate relevance to educational planners. Continued surveillance of Third Cycle graduates is encouraged as well as the institutionalization of systematic, follow-up procedures for students terminating at other grade levels in the Salvadorean educational system.